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THE

WEBSTER-FRANKLIN

SECOND READER

BY

G. S. HILLARD AND L. J. CAMPBELL

(*WEBSTER'S ORTHOGRAPHY*)

WITH ILLUSTRATIONS

NEW YORK
TAINTOR BROTHERS, MERRILL, & CO.
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PREFACE.

THE Second Reader is intended to follow the Primer or First Reader in the Franklin Series.

The pieces have been prepared with great care, so as to include a large variety of subjects of a kind likely to interest young scholars and induce them to read. While the main object — that of teaching to read — has been considered of the first importance, the authors have endeavored to inculcate correct moral sentiments and kindly affections, including the good treatment of domestic animals.

The easy and careful gradation begun in the Primer has been continued in this book. The new words used in each lesson first appear in the columns preceding the reading-exercise. These word-lessons are considered of great value in teaching pronunciation and spelling.

Questions have been appended to a few of the pieces. They are merely suggestive of the kind which may be asked. In some cases a narrower and in some a wider range of questions may be desired. The teacher can easily frame for each of the lessons as many questions as may be necessary to ascertain whether the scholar thoroughly comprehends what he has been reading.

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ROMAN AND ARABIC NUMBERS.

Arabic. By Figures.		Roman. By Letters.	Arabic. By Figures.		Roman. By Letters.
1	one	I	21	twenty-one	XXI
2	two	II	22	twenty-two	XXII
3	three	III	23	twenty-three	XXIII
4	four	IV	24	twenty-four	XXIV
5	five	V	25	twenty-five	XXV
6	six	VI	26	twenty-six	XXVI
7	seven	VII	27	twenty-seven	XXVII
8	eight	VIII	28	twenty-eight	XXVIII
9	nine	IX	29	twenty-nine	XXIX
10	ten	X	30	thirty	XXX
11	eleven	XI	40	forty	XL
12	twelve	XII	50	fifty	L
13	thirteen	XIII	60	sixty	LX
14	fourteen	XIV	70	seventy	LXX
15	fifteen	XV	80	eighty	LXXX
16	sixteen	XVI	90	ninety	XC
17	seventeen	XVII	100	one hundred	C
18	eighteen	XVIII	200	two hundred	CC
19	nineteen	XIX	500	five hundred	D
20	twenty	XX	1000	one thousand	M

SECOND READER.

THE ELEMENTARY SOUNDS.

VOWELS.

LONG VOWELS.				SHORT VOWELS.		
1. ē	as in	eat.	8. ĭ	as in	ill.
2. ā	"	aim.	9. ĕ	"	end.
3. ä	"	arm.			
			10. ă	"	and.
4. â	"	all.	11. ŏ	"	on.
5. ō	"	old.			
6. o͞o	"	ooze.	12. o͝o	"	good.
7. ü*	"	fur.	13. ŭ	"	up.

COMPOUND VOWELS.

14. ī as in ice like ä ē.
15. oi " oil " â ĭ.
16. ou " out " ä o͞o.
17. ū " use " y o͞o or ĭ o͞o, ĭ brief.

å *as in* **ask, past, class, dance.**

There is good authority for giving to the vowel **a**, in words of this class, either the sound of short **ă** (**a** as in *and*), or the sound of the Italian **ä** (**a** as in *arm*).

If the sound of short **a** is preferred in pronouncing such words, care should be taken to avoid a drawling or prolonged slender form of short **ă**. If the sound of Italian **ä** (**a** as in *arm*) is preferred, it should not be made too full and broad.

---

* The sound is a little longer and closer than its corresponding short sound, **u** as in **up**.

The sound of **â** *as in* **fare, air, there.**

The Dictionaries make the vowel sound heard in words of this class the same as long **ā** shortened by leaving off its slight terminal sound of long **ē**. These words are rarely so pronounced, however, in the United States. Here it is the common practice (and not, perhaps, to be condemned), to make the vowel sound of such words that of short **ă** slightly prolonged.

CONSONANTS.

VOCAL AND LIQUID.

r as in roar.
l " lull.

VOCAL AND NASAL.

m as in maim.
n " noon.
ng " hang.

ASPIRATES AND VOCALS.

s as in sun.
z " zeal.
sh " shall.
ẓ or zh " azure.
f " fife.
v " valve.
th " thin.
t͟h " this.

p as in pipe.
b " babe.
t " tent.
d " did.
k " kick.
g " gag.
ch " church.
j " judge.

VOWEL-CONSONANTS.

y as in yard.
w " war.

PURE ASPIRATE.

h as in hut.

wh = hw.

EXERCISES ON VOWEL AND CONSONANT SOUNDS.

Sound of ē *as in* eat.

1. She, here, mere, meat, these, cheap, cheat, dream, stream, wheat, chief, shriek.

Sound of ā *as in* aim.

2. Aim, ape, lame, babe, made, page, wade, shame, skate, spade, snake, chain, grain, strait, blade, blame, plate, slate, brave, trade, whale.

Sound of ä *as in* arm.

3. Far, jar, are, bark, park, arm, farm, charm, harm, hard, hark, harsh, march, sharp, aunt, daunt, haunt, launch.

Sound of a̤ *as in* all.

4. All, fall, small, bald, halt, salt, warm, warn, swarm, want, warp, wart, brawl, drawl, sprawl, yawn, scorch, thorn.

Sound of ō *as in* old.

5. Go, foe, toe, bone, home, hope, drone, globe, grove, shore, stroke, strove, swore, throne, both, forth, gold, sport, worn, coat, boat, soap, roar, throat, growth, thrown, choke.

Sound of o͞o *as in* ooze.

6. Cool, moon, bloom, room, tooth, school, prove, move, shoe, who, whose, rule, true, truth, fruit, soup, croup, crew, drew.

Sound of û *as in* fur.

7. Fur, blur, turn, furl, spurn, her, were, earth, first, birth, thirst, worst, worth, whirl.

Sound of ĭ *as in* ill.

8. Bid, dip, his, kid, sit, this, shin, chin, chip, dish, sing, wing, skim, swim, smith, spring, trip, twist, whip, drink, think.

Sound of ĕ *as in* end.

9. Bed, vex, get, jet, yet, wet, step, neck, deck, belt, bench, flesh, fresh, slept, swept, them, then, west, when, thresh, trench, health, breadth.

Sound of ă *as in* and.

10. Am, bad, pat, fan, vat, lad, map, wax, that, than, chat, span, plan, flag, glad, brag, black, damp, tramp, and, land.

Sound of ŏ *as in* on.

11. Ox, bog, dog, jog, log, rob, blot, chop, drop, flog, flock, fond, shop, shot, chop, swamp, squash, what.

Sound of o͝o *as in* good.

12. Foot, book, look, wood, wolf, put, pull, bull, full, push, bush, stood, could, would, should.

Sound of ŭ *as in* up.

13. Bud, bug, gun, sum, sup, tub, sung, trust, thrust, much, such, plump, pulp, shrub, shun, snug, spun, stump, come, none, does.

Sound of ī *as in* ice.

14. Pie, pipe, vine, wine, fire, hive, life, glide, gripe, shine, slide, smile, strife, strive, swine, thine, thrive, white, while, mind.

Sound of oi *as in* oil.

15. Toil, spoil, joint, point, noise, choice, boy, coy, cloy, joy, toy.

Sound of ou *as in* out.

16. Foul, gout, noun, trout, spout, stout, shout, found, ground, brow, brown, cow, how, now, crowd, crown, drown, fowl, gown, growl, frown, town.

Sound of ū *as in* use.

17. Due, dupe, fume, flume, flute, mule, mute, plume, pure, tube, tune, spew, pew, hew.

ABOUT READING.

Children, let me tell you something about the tones of the voice in reading.

When you speak you do not give the same tone to all the words. Some words you speak louder than others. You bring them out with more force. I know a boy by the name of James. If he should say to John,

"John — let — me — take — your — kite. Do — let — me — take — it," and say every word in the same tone, it would sound very queer to us. No boy would ask for a kite in that way.

James would say some of the words with more force of voice than he would the others. This force of voice we call *emphasis.* The emphasis would be on the words *John, kite, Do.* Now let me hear you read it, and put the emphasis on the right words.

John, let me take your *kite. Do* let me take it.

Now, when we read we should always know the sense of what we are reading. We should think of what we are reading, so that we may get at the sense of the lesson; for we cannot

read a piece well unless we know what it means. And we should speak the words in the book much as we should speak them if we were talking. We are telling what the book says. Those who hear us like to have us read in that way.

Then let us bear this rule in mind: *We should read as if we were talking or telling what the book says.*

To show Emphasis.

1. Is he a *good* boy? No, he is a *bad* boy.
2. Is he a *very* bad boy? O, no.
3. Are you going to *school* now? No, I am going *home.*
4. Are you going to school *now?* No, I am going at *one o'clock.*
5. I cannot play with you *to-day. When* will you play with me?
6. The *sun* shines by *day;* the *moon* shines by *night.*
7. Love is not in what we *say,* but in what we *do.*

Some words we speak with a rise of the voice, and some with a fall of the voice. These changes we may call the *rising slide* and the *falling slide.*

When we say, "Is it só?" the *rising slide* is on *so.* "Nò, it is nòt," the *falling slide* is on *No* and *not.*

To SHOW THE SLIDES.

1. Is it a dóg? Nò.
2. Is it a mán? Yès.
3. Is it dárk? Yès.
4. Did you héar me? Nò.
5. Did you sée me? I did nòt.
6. Ońe, twó, thrée, fóur, fíve—
7. Go òn. Stòp! Stand still. Go hòme.

Sometimes we speak a word with a kind of wave or twist of the voice, down and up or up and down.

To SHOW THE WAVE.

1. He put his hand into the nest, and found four eggs there. "Ahâ!" said he, "I hâve them."
2. Frank, you have not úsed me *well.* Not used you wĕll! Rêally, now, thăt is a fîne story.
3. I know yôu, Charlie. Yŏu are a năughty bôy.
4. He had better take câre!

THE MARKS.

, COMMA. The Comma marks the shortest stop in reading.

; SEMICOLON. The Semicolon marks a stop a little longer than the comma.

: COLON. The Colon marks a stop a little longer than the semicolon.

. PERIOD. The Period marks a full stop. It is placed at the end of a sentence.

? NOTE OF INTERROGATION. The Note of Interrogation shows that a question is asked; as, "When are you going?"

! NOTE OF EXCLAMATION. The Note of Exclamation denotes strong feeling; as, "O my dear child!"

— DASH. The Dash denotes a sudden turn or break in a sentence; as, "His name was — but I think I will not tell you his name."

" " QUOTATION MARKS. Quotation Marks show that the exact words of another are taken or *quoted*; as, "No," said Jane, "I can not go to-day."

( ) MARKS OF PARENTHESIS. The Marks of Parenthesis are used to inclose words which serve to explain; as, "Old Bruno (brave old dog!) swam to shore with the child."

READING LESSONS.

LESSON I.

fields	oak	bush	chirp
green	flew	oth′-er	touch
bright	shade	looked	meant

THE BIRD'S-NEST.

1. Two little girls went out to walk in the green fields. It was a bright, warm day.

2. The name of one of the girls was Rose; the name of the other was Lucy.

3. By and by they came to a large, old tree. It was an oak.

4. The girls sat down in the shade of the oak to rest.

5. "I can see a cow and two sheep and two lambs," said Lucy. "See how the lambs jump and play!"

6. "Look!" said Rose, "what is that on that little bush?"

7. Lucy looked at the bush. It was not far from them. "Why," said she, "that must be a bird's-nest. Let us go and see."

8. So they went up to the bush. Yes, it was a bird's-nest.

9. The bird was on her nest. When the girls came near she flew off, but she did not fly far.

10. The girls looked into the nest and saw four little blue eggs.

11. "Let me take them in my hand," said Rose.

12. "Chirp! chirp! chirp!" said the bird. That meant "Don't! don't! don't!"

13. "No, no!" said Lucy, "we will not

touch them; but when there are young birds in the nest, we will come and look at them."

14. Then Rose and Lucy went away, and the old bird was glad.

Questions. — Where did two little girls go to walk? What is a field? What grows in a field? What kind of a day was it? Where did the girls sit down? Did you ever see an oak-tree? Can you tell me the names of some trees? What did Lucy see? What did Rose see? What kind of eggs did the girls see? Would you have taken the eggs out of the nest? Would the mother-bird have cared if the girls had taken away her eggs? Tell me what some nests are built of.

LESSON II.

just	hear	talk	wait
shut	need	cold	pa-pa′
once	want	room	mam-ma′

TIME TO GO TO BED.

1. John, it is time now to go to bed.

2. Oh no! mamma, let me stay. I don't want to go to bed yet.

3. I like to sit up and hear you talk, and I like to see you and papa sit by the fire.

4. But do you not like to do what I wish? I wish you to go to bed.

5. Yes, mamma, I like to do what you wish, but I want to stay.

6. But that is just what I do not wish you to do. So, if you like to do what I wish, you will go.

7. But my bed is so cold, and my room is so dark!

8. O John, John! Your bed so cold! I only wish all boys had a bed as warm as yours. Your nice, soft, warm bed!

9. And it is best for you to have a dark room. When you go to bed you shut your eyes, so you do not need a light.

10. Be a good boy, and make me glad. Will you not go now like a good boy?

11. Yes, I will. I will go at once. Good night, mamma; good night, papa.

LESSON III.

ask	there	kind	child
dear	must	mind	things
says (sez)	walk	find	man′-y (men′-)

JAMES AND MARY.

Mary. O dear brother, stay here with me, and you may play with my little dog.

James. My little sister, the clock says it is time to be off for school.

Mary. What do you do at school, brother?

James. I learn many things there from my books. And I learn how to be a good child.

Mary. Then I will go with you, for when papa and mamma are so kind to me, I must learn to be a good girl.

I will run and ask mamma to let me go with you.

LESSON IV.

went	sick	hope	act
crept	bring	send	knew
feel	come	said (sed)	know

THE CAT AND THE HEN.

1. One day a cat went to see a hen that was sick in her nest.

2. She crept up to her and said, —

"I hope you do not feel so bad to-day. What can I do for you?

3. What are you in want of? Tell me and I will bring it to you."

4. "Thank you," said the hen; "you can go. I do not want you, nor did I send for you."

5. The hen knew that the cat did not come to do a kind act, but to run off with a chicken.

LESSON V.

aunt (änt)	knit	cloak	silk
wear	trim	mine	piece
lace	dress	cloth	green
smart	socks	pret′-ty (prit′-)	bought

THE NEW DOLL.

Kate. Oh, what a nice doll! Where did you get it?

Ann. My Aunt Jane bought it for me.

Kate. The dear child! How pretty it looks! I wish I had a doll like that.

Ann. Well, I will let you take it when I get some new clothes made for it to wear.

Kate. What shall you make?

Ann. I shall first make some boots of black kid, and then I shall knit some socks.

Kate. Oh dear! I could not wait for that. If I had a doll, I should make it a dress, and a cloak, and a hat, and take it out for a walk.

Ann. Your doll would catch cold then. Mine shall not go out for a walk till it has all its clothes.

Kate. Have you some cloth for the dress?

Ann. Yes. I have a large piece of green silk. And see, here is some black lace to trim it. How smart my doll will look!

LESSON VI.

deep	grew	their	lose
shade	cross	more	soon
house	rough	a′-ny (en′ĭ)	gain
friends	scratch	sure (shoor)	wrong

THE BOY AND THE CAT.

1. One day a boy sat in the shade of a tree not far from his house, and a cat was at play near him.

2. The boy said, "Puss, puss, come and play with me."

3. So puss came near the boy and said, "Pur-r, pur-r," for she was glad to play with him.

4. The boy was glad too; so they were good friends.

But after a little while, the boy grew rough and gave the cat's tail a hard pull.

5. That made puss cross. She gave the boy a deep scratch on the hand.

6. They were not friends any longer, and the cat would not play with the boy, but ran off. So the boy was left, and had no one to play with him.

7. Those who do wrong soon lose their friends, but those who are kind are sure to gain friends.

Questions. — What is this story about? What did the boy say to puss? What made the cat cross? Then what did she do? Those that do wrong soon . . . but those who are kind are . . .

LESSON VII.

lēast	quite	sticks	length
bēat	growl	took	aft′-er
greāt	ōn′-ly	sprang	ev′-er-y
town	gen′-tly	plāc′-es	be-cause′

DASH AND SNAP.

1. Two dogs, Dash and Snap, went out one day to walk. Now, Dash was a good

dog. He would not hurt the least thing in the world. But Snap was a cross dog. He would snap at all the dogs that came in his way.

2. Well, Dash and Snap came to a great town, and all the dogs came out to see them.

3. Dash went on quite gently, only saying "How do you do?" to an old friend here and there. But Snap would growl at every one. At length he bit a dog that came too near him.

4. Then the men and boys came out with sticks and stones, and they beat Snap; and the dogs sprang on him and bit him in many places.

5. And after that, they all fell upon Dash, and bit him too. They took Dash for a bad dog, because he was with a bad dog.

6. We should learn from this, that good boys and girls may come to harm if they go with those that are bad.

LESSON VIII.

head	speak	were	put
broke	a-way′	cried	does (duz)
while	thought	clothes	move

KATE AND HER DOLL.

1. One day, while Kate was at play with her doll, she let it fall. Oh dear! the fall broke its neck, and there lay its head away from the rest of poor doll.

2. And what said Kate? She said, "O my dear doll! my dear pet! I have killed you! I have killed you!"

3. Then Kate thought, "If I were to

fall as doll fell, would my head come off? No, it would not.

4. "I have had ten falls; they all hurt me, and I cried; but doll's head came off, and she did not cry: how is that?"

5. I will tell you. Kate has life, doll does not have life. God made Kate.

6. Doll was made by hands; they made its clothes, and put on its hair, and did all that hands could do to make it look like a nice girl.

7. But the hands that made doll could not give life. There is but One who can give life, and that is God.

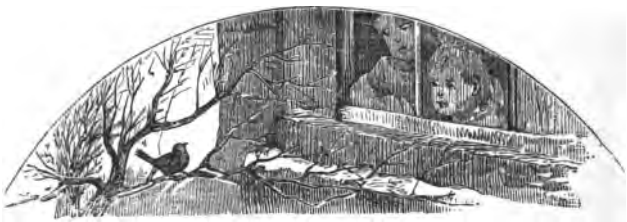
8. Doll could not move. Doll could not speak. Doll could not think. Kate can move. Kate can speak. Kate can think.

9. And Kate can thank God, and ask him to take care of her and to make her a good girl.

Questions. — What can you tell me of Kate and her doll? Did the doll cry when its head came off? Does a doll have life? Do you have life? Who gives us life? Can a doll speak and think? Can you speak and think?

LESSON IX.

ti′-ny	tea	bushes	gone
crumbs	spare	ber′-ries	please



DICKY BIRD.

1. My dear little friends,
   I have come out to see
   If a few tiny crumbs
   You can spare for my tea.

2. The berries and seeds
   From the bushes are gone;
   Please give me some crumbs,
   And I 'll sing you a song.

Come when you 're called,
Do what you 're bid,
Shut the door after you,
And you 'll never be chid.

You 're, *you are.* | **You 'll,** *you will.*

LESSON X.

nice	pull	watch	gen′-tly
wake	knee	noise	căr′-ry
tease	grew	cared	cra′-dle
please	sleeps	ba′-by	help′-less
teach	lambs	says (sez)	be-come′

BABY IN HER CRADLE.

1. Our dear baby sleeps in her cradle. I must not make a noise to wake her.

2. She shall have my nice toys to play with, and I will not pull them from her. She shall have them as long as she likes.

3. Mother says I must not tease Rose, for that would not be kind, but I must do all I can to please her.

4. I should like to have her on my knee so much, but they say I am too small, and might hurt my little sister.

5. Dear little sister! we should do all

we can for you, for you are so helpless now that you need all our care.

6. What would have become of us if some one had not cared for us when we were little?

7. Then we could not run and jump as we can now, so some one had to carry us and teach us to walk, and rock us to sleep, and lead us gently by the hand till we grew tall and strong.

8. Then take your rest, dear little sister, and I will keep watch by the side of your cradle. When you are older and can walk, I will take you into the fields to see the sheep and the lambs.

LESSON XI.

pond	loud	haste	a′-ble
breāk	found	struck	been (bin)
caught	ver′-y	much	edg′-es

THE DUCK AND THE DRAKE.

1. Once when the ice in a pond was about to break up, a duck's foot was caught in one of the ice-cracks.

2. When the duck found that she could not pull out her foot, she set up a loud cry.

3. The ice was so thin that no man or boy could walk on it. But very soon a fine drake came flying in haste to help the duck.

4. He struck the edges of the ice near her leg with his bill, and soon broke away so much that the duck was able to pull out her foot.

5. A loud noise of "Quack! quack! quack!" told us that the duck had been set free.

LESSON XII.

owl	such	strange	sup′-per
knōw	hoot	be-fore′	won′-der
bough	sil′-ly	in-deed′	day′-light

THE WISE OWL.

1. "Dear me," said an old owl, who sat on a bough, "how silly men are! Indeed, I think no one is wise but me.

2. "They all go out in the sun, and they do not seem to know that the sun shines only to put us all to sleep.

3. "It is very strange, for they hear me hoot at night, and they might know I should not be out, if night were not the best time for going out.

4. "There are no mice to be had in the day. What can men do, I should like to know, without mice?

5. I know where there is a fat old mouse. I shall eat him to-night. He will not see me in the dark."

6. "Oh! oh!" said a fat mouse who was near; "I wonder if the owl means to eat me! I will go out, then, before it is dark, and take my supper."

7. So the mouse took his supper by daylight, and the owl had no supper at all that night.

8. Such a wise bird as the owl is! But I think she should not talk so loud.

PRONOUNCE: — (**ou** like **ă o͞o**, *not* **ă o͞o**.)

owl	down	out	found
fowl	town	loud	bound
howl	gown	shout	round
growl	drown	mouse	pound

LESSON XIII.

skies	till	watch′-ing
eyes	un-til′	o-ver-head′

THE STARS.

1. Pretty stars
Overhead,
Looking down
On my bed,
Can you be
God's kind eyes,
Watching me
From the skies?

2. Pretty stars,
Kind watch keep
Over me,
While I sleep;
Watch me well,
Stars, I pray,
Till I wake
In bright day.

Questions. — When can we see the stars? Why cannot we see the stars in the day-time? Do you think the stars are far from us? Why does the moon look larger than the stars?

LESSON XIV.

June	branch	aim	throat
joy	picked	forth	a-fraid′
few	seemed	yards	stooped
clear	sweet′-ly	notes	sum′-mer

THE SONG-BIRD.

1. A boy and his little sister went out to play in the fields. It was a bright, warm day in June.

2. The birds were flying in the air. They seemed full of joy.

3. "Look! look!" said the little girl. "See that bird! How near it is! It does not seem to be at all afraid of us."

4. The bird sat on a branch but a few yards off. The boy stooped down and picked up a stone that lay at his feet.

5. "Stop! stop! brother," said the girl. "Do you mean to throw that stone at the bird?"

6. "Yes; why not?" said the boy. "I want to see how well I can aim."

7. "O brother, don't try to kill the dear bird! I think it wants to sing us a song."

8. Just then the clear sweet notes came forth from the bird's throat.

9. The boy let the stone drop from his hand. "How sweetly the bird sings!" he said. "I am glad I did not try to kill it."

10. Up in a tree, birdie,
Up in a tree,

Sing a sweet song about
Summer to me.

Questions. — What is this story about? Who went out to play? What kind of a day was it? Is June in summer or in winter? Is it warm weather in summer or in winter? What did the boy and girl see? Can any one tell me the names of some kinds of birds? How did the birds seem? Can you tell me what the girl and the boy said? Do you think it right to throw a stone at a bird? Did the little girl think it right? Should you like to be hit with a stone? Why should you not? What did the bird do? What did the boy do and say? Who can tell me this story? What does "full of joy" mean?

LESSON XV.

true	would	in-side′	dream′-er
tru′-ly	should	dropped	dream′-ing

THE LITTLE DREAMER.

1. A little boy was dreaming,
   Upon his nurse's lap,
   That all the stars dropped from the sky
   And fell into his cap.

2. So, when his sleep was over,
   What did the dreamer do?
   Why, he went and looked inside his cap,
   And found it was n't true.

LESSON XVI.

fruit	which	bear	sprout
ripe	pare	pies	ci′-der
sour	core	sauce	squeezed
stem	seed	juice	ap′-ple
grows	plant	tarts	some′-times

THE APPLE.

1. Who can tell me what we have here? Oh, we can all tell what that is! It is an apple; it is a fruit, and grows on a tree.

2. How many things can you tell me about an apple? Apples are good to eat, but we must not eat them before they are ripe. Some are sweet and some are sour.

3. The apple has a stem, which holds it to the branch; it has a skin, which we pare off sometimes; and it has a core and

seeds inside. If we should plant the seeds in the ground, little sprouts would come forth and grow to be trees and bear apples.

4. My mother makes sauce and tarts and pies of apples. We like the nice pies and tarts very much. The juice which is squeezed from apples we call cider.

LESSON XVII.

each	folks	caught	mas′-ter
piece	peace	snatched	kitch′en
stole	lēad	scratched	to-geth′-er

THE DOG AND THE CAT.

1. A dog and a cat came to their master one day, and said many hard things of each other.

2. "The dog has bit me in the leg," said the cat.

3. "The cat has scratched my nose," said the dog.

4. "The dog snatched a piece of meat in the kitchen," said the cat.

5. "The cat stole some milk," said the dog.

6. What do you think the master then did? He caught up his cane, and he made the cat run one way and the dog the other.

7. When folks cannot live together in peace, we say they lead a cat and dog life.

LESSON XVIII.

dirt	lost	month	whōle
worst	seen	cov′-ered	care′-ful
ōn′-ly	year	brō′-ken	ạl′-most

MARY BELL AND LUCY BLAKE.

1. Mary Bell has the very worst doll I ever saw. It has only one eye, and its nose is broken. It has lost a leg, and then it is all covered with dirt!

2. Not a month ago Mary's doll was a new one, and now it is not fit to be seen. A little girl should take care of what she has.

3. Lucy Blake has had a doll a whole year, and it is almost as good now as it

was when it was new. Lucy is a careful little girl, but I cannot say so much for Mary Bell.

4. I once saw a doll that could be made to say Papa, Mamma, just as the little toy dogs are made to bark.

LESSON XIX.

grain	plen′-ty	ēi′-ther	swarms
food	e-nough′ (-nuf′)	nēi′-ther	troub′-le
bōth	hun′-dred	ev′-er-y	kind′-ness

THE BIRD AND THE HORSE.

1. *Bird.* Good horse, you have plenty to eat; give me a little grain of your food. You will have enough left.

2. *Horse.* Take what you want, dear little bird; there is enough for both of us.

3. And so the bird and the horse ate together, and neither of them was in want.

4. When the summer became very warm there came swarms of flies. The bird caught hundreds of these flies every day, and the horse did not have much

trouble with them. So you see the bird paid the horse for his kindness.

5. We can all of us help each other if we will.

LESSON XX.

quite	gone	watch	Hăr'-ry
tired	brave	proud	touch

HARRY AND SNOW.

1. This boy has been at play till he is quite tired out.

2. He has sat down on the step at the door and gone to sleep.

3. The dog sits by his side. Good dog, tell us all about this. Who are you, and who is this boy? Speak, sir!

4. "I am a dog, and my name is Snow. This is my master, and his name is Harry.

5. "I love Harry, and Harry loves me. I am keeping watch while Harry sleeps. I am proud to keep watch for my kind master.

6. "No one shall dare to touch him as long as I am here.

7. "If you come near my master just now, I shall very soon send you away."

8. If Snow could talk, that is what he would say to us.

9. Snow, you are brave and true. When Harry wakes he will go into the house and bring out a bit of bread for you.

LESSON XXI.

right	tēars	tem′-per	first
fight	rōs′-y	help′-ful	words

HANDS, LIPS, AND EYES.

1. What are little hands made for?
I wonder what they were made for?
To scratch and fight?
No, that's not right, —
Not at all what they were made for!

2. What were rosy lips made for?
What do you think they were made for?
Ill words to speak
In tones not meek, —
Is that what they were made for?

3. What were bright eyes made for?
Tell me what they were made for?
With tears to fill
When the temper's ill, —
That can't be what they were made for!

4 Oh, no. I am sure that hands, lips, eyes,
Have other work to do:
The first to be helpful, the next to be wise,
And the last to be bright and true.

LESSON XXII.

goat	bēard	wa′-ter	morn′-ing
spring	a-long′	thirs′-ty	an-oth′-er
hĕalth	tāst′-ed	jumped	to–mŏr′-row

THE FOX AND THE GOAT.

1. A fox once fell into a well and did not know how to get out. A large goat came along, and, looking into the well, said, "Ho! ho! Mister Fox, how came you to get into the well? You must be

very thirsty, and the water must be very good."

2. "Ah, indeed! my dear friend," said the fox, "this is the sweetest water I have ever tasted. Come down and drink all you want; here is water enough for both of us! It's so good I cannot stop drinking it."

3. Down jumped Long-beard at once into the well, to try the sweet water; then the fox leaped on her back, and next to her horns, and with another light spring he was out of the well.

4. Turning round, he said to the goat, "Madam, I hope you will like the taste of the water; but be careful, for you well know, too much will not be good for your health. When you get tired, you can sit down. If I pass this way to-morrow, I will look in. Good morning."

5. Never trust those who are known to be sly and selfish.

Questions. — What is this story about? What did the goat say to the fox? What did the fox say? Did the fox tell a lie?

Is it right to tell a lie? Why is it not right? How did the fox get out of the well? In this story why is the goat called Long-beard? We should never trust those who . . . . . ? What does *selfish* mean? Should "Good morning," in verse 4, be read with the rising inflection or the falling?

LESSON XXIII.

west	cold	crumbs	win′-dow
ēast	chill	thorn′-y	hun′-gry
brĕast	built	rob′-in	(hung′-grĭ)

This piece refers to the English Robin, which is a smaller bird than ours, and has a brighter color on the breast.

ROBIN REDBREAST.

1. Pretty little Robin, with your red breast!
   Do you come from the east? do you come from the west?
   Do you come from the thorny bush where you built your nest?

(*Whole class.*)

   Poor little Robin, he's so cold and hungry, he can't tell us where he comes from.

2. Poor little Robin Redbreast! the snow is on the ground;
   He hops about, and looks for food, but no food's to be found!
   What can we do for Robin, he looks so cold and chill?

Who 'll go and put some crumbs outside the window-sill?

(*Whole class.*)

We 'll *all* put some crumbs outside the window-sill!

LESSON XXIV.

An'-nie	turf	chain	dai'-sy
Char'-lie	tried	grew	dai'-sies
go'-ing	path (päth)	count	called

THE DAISIES.

1. A little boy sat on the green turf, and tried to count the daisies that grew upon it, *One, two, three, four;* but he could not go on. He did not know what came next to four.

2. His little sister, who was playing on the path by his side, said, "I know, Charlie. I was four last year, and this year I am five. So it must be five that comes next to four."

3. "And after five, Annie, what comes then?" "Oh! that I can not tell. Now let us make a daisy-chain."

4. That same day, when the little boy and his sister were going to bed, they looked out of the window at the stars in the sky.

5. Charlie said, "I could not count the daisies in the grass: shall I try to count the stars?"

6. "I am sure you will not be able to do that," said Annie, "for there is only One who can count the stars."

7. "Who can?" asked Charlie.

"God," said Annie. "Mamma told me that. God can count them, and He calls them all by their names."

God made the sun, the moon, the stars,
He made the earth and sea;
Things great and small, God made them all,
He made both you and me.

LESSON XXV.

poor	hold	horse	thrown
street	told	slow	wag′-on
weak	drove	proud	o-bliged′
drawn	strong	ne'er (nâr)	re-mem′-ber

BE KIND TO THE OLD.

1. "Oh dear! oh dear!" said a poor old man, as he went with slow steps down the street with a large box in his arms, "O dear! I must put this big box down, for my arms are too weak to hold it."

2. Just as he did so, Will Brown drove up in a nice wagon, drawn by a fine strong horse. Now Will, like all good boys, was kind to the old.

3. So he told Ned, the strong horse, to stop, and said to the old man, "I shall be glad, sir, if you will get in, and put your box in, too."

4. And the old man said, "Thank you, I shall be much obliged to you."

5. And Will drove off, quite proud to do a kind act for a poor old man.

To be kind and useful is a good rule for all. To care only for self is a bad rule.

6. Kindness to any
Is ne'er thrown away;
God will remember
Us for it one day.

LESSON XXVI.

gold	let′-ter	gen′-tle	sŏr′-row
door	bet′-ter	dear′-er	a-gainst′(-gĕnst′)

BE KIND.

1. Be kind, little children,
To those who are poor,
And ne'er against sorrow
And want shut the door.

2. Be kind and be gentle
To those who are old;
For kindness is dearer
And better than gold.

PRONOUNCE: — (Sound of o͞o.)

root	true	rule	crew
roof	fruit	rude	grew

LESSON XXVII.

wall	hours	bas′-ket	be-gan′
fond	poured	gar′-den	pitch′-er

THE LITTLE RUNAWAY.

1. The name of this little kitten is Tab. My Aunt Mary sent it to us in a basket.

2. We were very kind to it, but it was afraid of us, and ran away. We thought it was lost, but in a few hours we saw it on the top of the garden wall.

3. Mother told Frank to get some milk in a pitcher, and I got a plate to hold the milk.

4. When Frank poured the milk into the plate, we called out "Come, pretty puss! come down here and have some sweet milk."

5. Tab soon came down from the wall and began to lap the milk.

6. The pretty kitten will soon know that we do not mean to harm it; then it will be fond of us.

LESSON XXVIII.

built	reached	heard (hurd)	af'-ter
high	stood	worm	a-lone'
climb	brought	splash	pīp'-ing

AFTER THE BIRD'S NEST.

1. A bird built her nest high in the top of a tree which stood near a pond.

2. Five little birds looked out of the nest and cried, "Pip! pip! pip!"

3. They seemed to be very glad when the old bird brought them a worm to eat.

4. One day Johnny was going along that way, and he heard the little ones make their weak, piping noise, and he said to himself, "I must see those young birds."

5. So, as fast as he could, he began to climb the tree. He went from limb to limb, and soon reached the top.

6. "Aha!" said he, as he took one of them in his hand.

7. Crack! crack! The limb on which he stood broke, and splash went Master Johnny into the pond.

8. As good luck would have it, the water was not deep and he soon got out.

After that he let the birds' nests alone.

LESSON XXIX.

clean	ti′-dy	be-hind′	at-tend′
beam	learn	ad-vice′	for-get′
truth	col′-or	sew′-ing (so′-)	fol′-low

ELLEN'S ADVICE TO HER DOLL.

1. Rain, rain, go away! Little Ellen wants to take a walk with her doll.

2. How it pours! Ellen cannot go out in such a rain as this. She must wait a little while.

3. It comes more softly now. See, there is a bright beam from the sun in the sky. Now the rain stops. Ellen you may put on your hat and go out.

4. As Ellen went along she said to her doll, "Now, mind, Dolly! you must be good and clean and tidy, and do as you are bid.

5. "You must mind your sewing, and learn your book; and speak up, and tell the truth, and act like a little lady."

6. Just then her mother came up, for she had been behind Ellen and had heard every word.

7. "Very well, Ellen," said she, "I am glad that you give Dolly so good advice. But they that give good advice should follow it. Mind, then, that you are good and clean and tidy, and do as you are bid.

8. "Mind, too, Ellen, that you attend to your sewing, and learn your book, and speak up, and tell the truth, and act like a little lady."

9. Ellen felt the color come into her face. She did not forget what her mother said to her.

LESSON XXX.

whip	gob'-ble	toes	tore
chased	thought	turned	clothes
great	noth'-ing (nuth'-)	raised	a-gain' (-gen')
used	tur'-key	stepped	screamed

FRANK AND THE TURKEY.

1. Frank used to go into the farm-yard to chase the hens and the ducks, and to strike them with his whip.

2. They would run to get out of his way. It was great sport for Frank, and he felt very brave.

3. In the yard was a large turkey that did nothing but strut about all day, and say, "Gobble, gobble, gobble."

4. One day Master Frank thought it would be a fine thing to try his whip on this old gobbler.

5. So he stepped softly, on the tips of

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ps at a time. Ned was proud that he ld jump more than May could. 3. When Ned and May were just four rs old, Ned thought that he would n be a big boy, fit for school. He d to talk, and he liked to boast, and Ned said things which no wise boy uld have said

"I can jump, I can jump a great !" cried Ned. "Now that I am four rs old I can jump down four steps at me, and not hold at all by the top he rail!"

his toes, till he was near the turkey. He had his whip raised to give a good blow.

6. But just as he was going to strike, the old bird turned on him. Frank did n't strike; he ran.

7. The turkey chased him and tore his clothes with its bill. Frank screamed, and his mother ran from the house and drove away the turkey.

8. Frank did not try again to strike a turkey.

LESSON XXXI.

age	twins	stair	loved
same	rail	boast	learned

THE GREAT JUMP.

PART I.

1. Ned and May were twins. May was not so tall as Ned, and she was not so strong; but May thought more, learned more, and did more than Ned.

2. Ned could jump down one step of the stairs at a time. When he held by the top of the rail, he could jump two

steps at a time. Ned was proud that he could jump more than May could.

3. When Ned and May were just four years old, Ned thought that he would soon be a big boy, fit for school. He liked to talk, and he liked to boast, and so Ned said things which no wise boy would have said

4. "I can jump, I can jump a great way!" cried Ned. "Now that I am four years old I can jump down four steps at a time, and not hold at all by the top of the rail!"

5. "Oh no! dear Ned," said May; "we must not try such a great jump as that. We must wait till we are tall and strong." For May was too wise to boast.

6. "I can jump four steps at a time, I am sure that I can!" cried proud Ned. "I can do much more than you can; for you are but a girl, and I am a boy, a big, strong boy. Look, now! see how I can jump!"

LESSON XXXII.

smile	though	taught	oil
place	through	bound	brag
pear	roared	washed	grief
week	jumped	straw′-ber-ry	sense

THE GREAT JUMP.

PART II.

1. Ned ran up the four steps, and looked down from the high place on May with a smile. "Just look how I jump!" he cried once more.

2. Ned jumped down the four steps,

but, as you may think, he came down on his nose, and not on his feet! Oh! how his nose was hurt! how fast it bled!

3. Poor Ned roared with the pain. He roared with all his might. May ran quickly to help him up; and so did Aunt Jane, who had heard his loud roar, though she was in her own room, with her door shut. She could have heard him through two or three doors.

4. Aunt Jane washed Ned's poor nose, and bound up his face, when she had put some oil on it to make it well. But it did not get well for a long time. The poor nose was nearly as big as a pear, and as red as a strawberry, for more than a week!

5. Do you not hope that the pain taught Ned to boast less, and to think more? You see that he was not yet a wise boy, though he was four years old. We may hope that poor Ned got more sense in his head by the time he came to be five.

6. Love not to talk,
Love not to boast;
Grief comes to him
Who brags the most.

LESSON XXXIII.

ate	trap	spite	length
scale	feet	joke	pulled
swarm	feed	floors	tugged
dwelt	sleek	lard	wished
shelves	share	loose	mōped

THE RAT AND THE BELL.

1. In days long gone by there dwelt in a large old house such a swarm of rats that nothing was safe from them. They had a way to scale the walls, and bore holes in the floors and shelves, so that cheese, lard, and such like things, were soon gone.

2. It was no sort of use to set the cats at them; they were too sly for the cats, and grew quite fat and sleek in spite of them.

3. At length one of these rats, which had been caught in a trap, had a small bell hung to his neck, and was then let loose.

4. Glad to get free, he ran off to seek his mates. But they all fled, some this way, some that, from his bell. They took him for the cat.

5. At first this seemed a good joke to the rat with the bell; he had all the good things to feed on, and there was no one to ask him for a share. So he ate and ate till he was as fat as a pig.

6. Yet, in spite of this, in a very short time he grew dull, and wished to meet once more with his old friends; but first he must get rid of his bell! He tugged and pulled with his feet till he wore the skin off his neck, but all to no good.

7. He ran once more to seek help from his mates; but they were all gone, not one was left. He was the last rat in the place, and he moped and moped till one day he met the cat. That rat was seen no more.

LESSON XXXIV.

sun′-ny	acts	dar′-ling	thought
mu′-sic	voice	pleas′-ant	bod′-y

THE DEAR LITTLE GIRL.

1. Who 's the darling little girl
   Everybody likes to see?
   She it is whose sunny face
   Is as sweet as sweet can be.

2. Who 's the darling little girl
   Everybody likes to hear?
   She it is whose pleasant voice
   Falls like music on the ear.

3. Who 's the darling little girl
   Everybody likes to know?
   She it is whose acts and thoughts,
   All, are pure as whitest snow.

LESSON XXXV.

clothes	spread	dis-play′	pea′-cock
bet′-ter	Clar′-a	feath′-ers	your-self′

THE PEACOCK.

1. The peacock struts about the door-yard to show himself. He wishes to dis-play his grand tail.

2. Mr. Peacock, you are a vain, silly bird, to think so much of your good looks. Those that do well, look well.

3. There is something better than bright feathers, and there is something better than fine clothes. Fine feathers do not make fine birds, and rich clothes do not make good girls.

4. Little Clara has come out to look at the vain bird. Now, Peacock, show yourself off, some one is looking at you.

5. Tell me, Mr. Peacock, what do you do all the day?

6. I spread my tail in the sun, Miss, and it is gay and bright.

7. Ah! but if you eat you should work. What work do you do?

8. I do not work at all. Little girl, how much work do you do?

LESSON XXXVI.

pulp	whōle	gold′-*en*	north′-ern
grows	jui′-cy	peo′-ple	south′-ern
south	win′-ter	coun′-try	or′-an-ges

THE ORANGE.

1. Oranges grow in the warm, sunny South. In that land there are groves of orange-trees, on which hangs the ripe, round fruit, of the color of gold. The oranges look like golden apples.

2. Oranges have a thick, strong skin, and inside of that a sweet, juicy pulp which tastes very good. Did you ever see a boy or a girl who did not like oranges?

3. While it is yet winter in the northern part of our country, the boys and girls who live in the southern part can go into the groves and pick ripe oranges from the trees.

4. But the people who live in the South do not keep all the fruit for themselves. They pick it from the trees, put it into small boxes, and send it away in ships, — whole ship-loads of oranges.

LESSON XXXVII.

nev′-er un-less′ show′-ers strīk′-ing
gen′-tle com-plain′ flow′-ers pat′-ter-ing

THE RAIN.

1. Here comes the rain, the pattering rain,
Striking on the window-pane;
Unless the rain shall go away,
I cannot have my walk to-day

2. But I never must complain
About the gentle, pattering rain;
For the good God, who loves us all,
In kindness makes the rain to fall.

3. Then let us thank Him for the showers
That feed the grass, the corn, the flowers,
That make the trees so green and gay;
So, pattering rain, don't go away.

LESSON XXXVIII.

hunt'-er thrust oft'-en (of'-n) an'-swer
pock'-et trained star'-ling ūs'-ū-al

THE STARLING.

1. An old hunter once had in his room a trained starling which could speak a few words. When the hunter said, "Little starling, where are you?" the bird would answer, "Here I am."

2. A boy, who lived in a house near by, was much pleased with the bird, and often went to see it.

3. Once when the boy came the hunter was not in, and the boy quickly caught

the bird and thrust it into his pocket. Just as he turned to go back home the hunter came to the door.

4. The good man thought he would please the boy; he called out, as usual, "Little starling, where are you?" and the bird in the boy's pocket cried out as loud as it could, "Here I am."

Questions. — What did an old hunter have? What would the hunter say to the starling? What answer would the starling make? What did a boy do one day? Did the boy mean to steal the bird? Is it wrong to steal? Why is it wrong? Would you like to have any one steal your things? How was the theft found out?

LESSON XXXIX.

frock	vis′-it	clapped	din′-ner
rēad	rath′-er	fret′-ted	bŏn′-net
teach	hap′-py	les′-son	kitch′-en
ta′-ble	long′-er	put′-ting	af′-ter-noon

THE GIRL WHO WISHED TO BE A KITTEN.

1. Little Nell did not like to learn her lesson. When her mother was going to teach her, Nell fretted and said, "I wish I were a kitten, because kittens do not have to learn lessons."

2. "Well," said her mother, "you may be a kitten, if you please; but if you play like a kitten, you must live like a kitten."

3. Nell clapped her hands for joy. "How happy I shall be to-day!" she said.

4. Then she ran into the garden to play. At dinner time she came in with her frock quite dirty. She ran to her mother; but her mother cried out, "Go away, dirty kitten!"

5. Dinner was laid on the table, but there was no chair for Nell. Her mother said, "The cats and the kittens are fed in the kitchen." So Nell went into the kitchen for her food.

6. The cook gave her some milk in a cup on the floor, and said, "There, kitten, eat your dinner."

7. It was not much of a dinner for Nell, and after a little while the cook said, "I will cut a slice of bread for this kitten; maybe she will eat it with her milk."

8. In the afternoon Nell saw her moth-

er putting on her bonnet. She was going out to make a visit. Nell said, "May I go too?" "No," said her mother; "I never take kittens out with me."

9. When her mother came in, Nell said, "I do not want to be a kitten any longer. I would rather read my lesson."

LESSON XL.

hawk	wo͝ods	seize	nailed
meal	bro͝od	căr′-ry	dropped
sharp	tough	ten′-der	hun′-gry
claws	pounce	be-sides′	warn′-ing

THE HAWK AND THE CHICKENS.

1. An old hawk was flying high in the air. As he had very sharp sight, he could see anything far off. Just now he was hungry, and was looking for something to eat.

2. At last he saw a hen and her brood of young chickens. "Aha!" said he, "there is an old hen with her young ones. But I think it will not be best

for me to try to seize her. Besides, she is rather tough.

3. "I will take a chicken; it will make a good meal for me. I like a chicken for my dinner; a chicken is so sweet and tender! I will pounce on one, and carry it off to the woods."

4. No sooner said than down he darted; but the hawk did not know that John, the farmer's son, was watching and had a gun in his hand.

5. The hawk had almost got one of the chickens in his sharp claws, when bang! went the gun; down dropped the hawk with a broken wing. He was soon killed, and his body was nailed on the side of the barn as a warning to other hawks.

LESSON XLI.

moon	ears	bēast	smooth
clouds	rush	sound	a-bove′
forms	hĕad	brown	a-round′

WHAT THE CHILD SEES.

1. Look around you, little child, and tell me what you see.

2. Above me is the blue sky, the sun, the clouds, and at night the moon and stars.

3. In the fields I see trees, flowers, fruits, beasts, birds, and a great many other things.

4. I see all sorts of forms, — some short, some tall, some thin, some thick,

some sharp, some round, some smooth, some rough.

5. I see things that are black or white, red or blue, brown or green.

6. I hear the song of birds, the hum of bees, the fall of waters, the rush of wind, and the sound of bells.

7. I look at my body. I see that I have eyes, ears, hands, arms, feet, legs; a head, a face, a nose, and a mouth. With these I can see, hear, feel, run, walk, jump, smell, eat, and drink.

LESSON XLII.

eyes	sounds	mouth	rough
ears	nose	touch	square

THE FIVE SENSES (*Elliptical*).

1. I can see with my .... With my .... I can hear all kinds of .....

2. My .... smells the new-mown grass in the fields. My ..... tastes sweet fruits.

3. My hands ..... things hard and soft, ... and smooth, round and .....

LESSON XLIII.

oats	hur′-ry	sel′-dom	gal′-lop
loaf	heav′-y	sug′-ar	strong′-er
load	po′-nies	bis′-cuit (-kit)	some′-where

THE HORSE.

1. The horse is of great use to man. He can trot and run, and can pull heavy loads. He is much stronger than a man, but he minds his master, and goes or stops as he is told.

2. When a man wants to ride somewhere very fast, he jumps on the horse's back, and the horse knows what the man wishes, and away he goes, trot, trot, trot, gallop, gallop, gallop, as if he were in as great a hurry as his master.

3. If it is dark, and his master cannot

find his way home again, the horse will find it for him. It is very seldom that a horse loses his way.

4. A horse eats grass and hay and oats, but he likes bread and biscuit and sugar. Some horses are as fond of apples as any boy or girl.

5. There are little horses called ponies; boys and girls ride on them. I have seen a pony run after its master, and put its nose into his pocket to find a bit of biscuit.

6. The pony's master was kind to it, and that made it so tame. Would you not be kind to a pony if you had one of your own?

LESSON XLIV.

show	sit'-ting	per-haps'	re-spect'
el'-bow	pict'-ure	daugh'-ter	dis-turb'
in-tent'	touch'-ing	min'-ute (-it)	an-noy'

GRANDFATHER READING.

1. Here is a picture of an old man sitting in a chair and reading a book. His

little granddaughter is standing behind the chair, and touching his elbow to let him know that she is there.

2. He is so intent on his book that he will not find this out till he feels her little hand on his elbow She has a smiling

face, and you can see that she is not afraid of him.

3. She knows that though he looks grave while he is reading, he is kind and good, and will smile pleasantly when he turns round and sees her.

4. Perhaps he will take her upon his knee, and if there are any pictures in the book he is reading, he will show them to her. Perhaps he will lay his book aside for a few minutes and tell her a story.

5. It is pleasant to see old people kind to children. Children should always treat old people with respect, and not in any way disturb or annoy them.

LESSON XLV.

store	an′-swer (-sur)	sum′-mer	mad′-am
asked	crick′-et	re-plied′	neigh′-bor

THE CRICKET AND THE ANT.

1. A cricket came one cold day in winter to her neighbor, the ant, and said, "My dear neighbor, let me have a little

food, for I am very hungry and have nothing to eat."

2. "Did you lay up no food for the winter?" asked the ant.

3. "Indeed, I had no time to store up food," was the answer.

4. "No time, Madam Cricket! what did you have to do in summer?"

5. "I was singing all the time," replied the cricket.

6. "Very good," said the ant, "if you sung in summer, you may dance in winter."

7. He who does not work shall not eat.

LESSON XLVI.

crust	will′-ful	pâr′-ents	ma′-ny (men′-)
threw	wo′-ful	la′-bor	whōle′-some

THE CRUST OF BREAD.

1. I must not throw upon the floor
The crust I cannot eat;
For many little hungry ones
Would think it quite a treat.

2. My parents labor very hard
To get me wholesome food;
Then I must never waste a bit
That would do others good.

3. For willful waste makes woful want,
And I might live to say,
"Oh, how I wish I had the bread
That once I threw away!"

LESSON XLVII.

shot	died	man'-ly	gen'-er-ous
wren	edge	ill-treat'	thought'-less

CRUEL SPORT.

1. As a wren left her nest to seek food for her young birds, a boy shot her. She fell to the ground, and lay cold and stiff in death.

2. The young birds did not know why they were left so long without food. It grew quite dark, and then they all lay still in their nest. There were four young wrens in the nest, and that night three of them died of cold.

3. The one that was left got on the edge of the nest the next day, and fell out on the grass, where the cat found it and ate it up. Thus five poor birds died to make the cruel sport of a thoughtless boy.

4. We can kill, but we cannot give life. A manly, generous boy will never ill-treat anything that God has made.

Questions. — What does this story tell about a wren? What became of the young wrens? Is it cruel to kill a bird for sport? What does "thoughtless" mean? "Generous?" A manly, generous boy will never . . . . . .

1. The sun shines brightly.
2. The moon beams softly.
3. The wind howls fiercely.
4. The tide flows stĕadily.
5. The lightning flashes suddenly.
6. The thunder rolls loudly.
7. The branches wave in the breeze.
8. The blossoms bloom on the trees.

LESSON XLVIII.

foes	quake	spear	copse
flute	grasp	ditch	spruce

MARCH! MARCH!

1. March! march! keep step, brave boys.
   The foe will quake to hear our noise!
   Ye stout in heart, your might show forth
   To foes, East, West, or South, or North.

2. Sound the shrill flute and beat the drum.
   Hark! hear us shout, "We come! we come!'
   Grasp each a stick as spear of might;
   The foe will flee at such a sight,
   And in a ditch or copse will hide,
   Whilst we spruce men march side by side.

LESSON XLIX.

whose	half (häf)	close′-ly	can′-dy
own	peach	wood′-*en*	sweet′-er
stick	ought	mut′-ter	some′-bod-y

THE SELFISH BOY.

1. There was once a small boy whose name was — Well, I think I will not tell you his name just now.

2. Whenever this boy had a new toy he would say, "This is all my own. I shall not let any one take it to play with."

3. If his sister asked him to let her take his new toy, he would say, "No, no; I can't let you take it, I want it myself."

4. He was not willing to lend his wooden horse, or his cart, or his kite, or his ball, or any of his nice toys. He would say, "I 'm afraid you 'll hurt it; besides, I want to use it myself. Why don't you play with your own things?"

5. If you went to play with him, he would watch all his things as closely as a

cat does a mouse; and if you went near them, he would sing out, "D-o-n-'t, t-h-a-t-'s M-I-N-E!" Of course it was n't much fun to go and see him.

6. If he had anything good to eat, as an apple or a peach, he would never offer to share it with any of his playmates. He would mutter, "I shall eat it all myself. I-t-'s m-i-n-e."

7. No one loved this selfish boy. He loved himself too well to be loved by others. He seemed to think that this great world was made all for him. He ought to have had a little world all to himself, ought he not?

8. If you do not know this boy, we will try to find a name for him. What name shall we give him? I think All-for-self would be a good name for such a boy.

9. O dear children! be kind to each other. If you have but half a stick of candy, give somebody a bit of it. Your own piece will then taste ever so much sweeter.

LESSON L.

rule	crown	to′-*ward*	be-lieve′
perch	love′-ly	sim′-ply	pleas′-ing

THE BIRD-CHARMER.

1. On a lovely May-day James and Lucy went out for a walk in the fields. By and by they saw a man a long way off. They went toward him, and when they came near they saw a strange sight.

2. The man had a kindly, smiling face, and a great many birds were about him. Some were on his head, some on his arm, some on his hand, and some on his back.

3. They ate bits of crumbs from his mouth, and they flew around him and near him, and seemed to kiss him. Then they sang, as if they wished to say: "Thank you, kind man, we love you.

4. "While other men try to kill us, or catch us and put us into a cage, you speak kind words to us. You let us perch on you, and do not hurt us. We can eat

from your mouth; and you do not rob our nests."

5. The boy and girl could hardly believe their eyes. It was such a new and pleasing sight to see a man so kind, and all the birds so happy with him.

6. He had no gun or net, he simply spoke kindly to them. He said, "Dear birds, the good God has made you things of joy. There is love in your song, and yet man will catch and kill you, and call it sport."

7. The girl said, "The dear birds seem to know you well and love you. How do you make them so tame?"

8. "I am kind to them, that is all," replied the man. "The little things know I would not hurt them for the world."

9. As the children went on their way, they still saw the birds on the man's head and all round him, and they thought, "How like a king he looks, with a crown of birds about his head!"

It is better to rule by love than by fear.

LESSON LI.

hab′-it	prop′-er	les′-*son*	cor-rect′
eat′-ing	read′-er	fright′-*en*	be-come′

HOW TO READ WELL.

1. If you wish to become a good reader, you must learn to read well now. If you form a habit of reading too fast or too slow, too loud or too low, it will be hard to correct the habit when you are older.

2. Look well at all your words; and look at them many times, and be very careful to get their right sounds. Do not let long words frighten you, for they are often as easy as short ones.

3. Do not try to read fast, for no one can read well who tries to say his words as quickly as he can. And you must mind the stops. Some children do not look at the stops, but hurry on as if they were afraid they will not have time to get through the piece.

4. Above all, read in your own proper

voice, which you use when you speak to your mother or playmates. And think about what you are reading, so that you can get at the sense of the lesson; for you cannot read a piece well unless you know what it means.

LESSON LII.

dew	seeds	plow	be-gin′
soil	team	sow′-er	a-mong′
risk	blades	nim′-ble	fol′-lows
grain	earth	wāk′-ing	scat′-ter-ing

SPRING.

1. Spring is come at last. Put on your hats and let us walk out in the green fields. Hark! how sweet the brook sounds as it runs down the hill!

2. The air is pure and clear, the grass is green; buds are on the trees, and the wild flowers once more begin to peep forth.

3. Men now begin to plow and to sow in the fields. When the soft spring showers fall, and the sunshine warms the

soil, then the seeds will send forth their blades of grass and grain.

4. Birds sing among the trees; they are glad that the spring is come back. Look at those young lambs; how they jump and frisk for joy.

5. The sun is bright; everything is waking from its winter sleep; the whole earth is full of new life.

6. You are young; your life is in its spring. Be wise, and waste not the hours. Thank God for his gifts, and learn while

you are yet a child to make good use of them.

7. In spring the plowman with his team
And plow turns up the land;
The sower follows, scattering wide
The seed with nimble hand;
Then come the sunshine, dew, and rain,
And change the seed to golden grain.

LESSON LIII.

train	stĕad′-y	Wil′-lie	wāv′-ing
plain	nice′-ly	whis′-*t*le	sound′-ing
fence	some′-thing	en′-gine (-jĭn)	shel′-tered

THE RAILWAY-TRAIN.

1. Look, Willie! look, Willie! there goes the long train!
If you climb on the fence, you can see it quite plain,
I heard the loud whistle! — it 's sounding again.

(*The Class.*) And Puff goes the engine.

2. I wonder so much how the long train can go.

Sometimes it is quick, and then steady and slow!
But when I am older perhaps I shall know.
(*The Class.*) Hark! Puff goes the engine!

3 I see a man waving a flag far away;
I think it 's to tell them the train is to stay,
Because there is something would come in its way.
(*The Class.*) Hark! slow goes the engine.

4. I like — don't you, Willie? — to ride in the train,
We are sheltered so nicely from wind and from rain;
But it makes such a noise that one cannot hear plain.
(*The Class.*) Hark! Puff goes the engine.

LESSON LIV.

tīed	judge	stōl′-*en*	cheers
thiēf	shrunk	brō′-*ken*	a-mid′
court	be′-ing	pris′-*on*	bound′-ed
proof	tāk′-*en*	guid′-ed•	měr′-ri-ly

MY DOG DASH.

1. My little dog was once stolen from me. After being away for some months, he came back one day with a long string tied round his neck.

2. He had broken away from the man who had stolen him. Oh, how glad I was to see my good dog back again!

3. The thief was taken to the court. He said that the dog was his; and I was asked if I could give any proof that the dog was mine.

4. I put my mouth to the dog's ear, and said something known only to us two. Dash at once stood up on his hind legs, and went through some tricks I had taught him.

5. I guided him with my stick, and set

the whole court in a roar with the fun. The thief was asked to make the dog do the same thing; but Dash shrunk away, and would not go near him.

6. The judge saw that the dog was mine. The thief was sent to prison, and Dash was set free. Amid the cheers of the people who stood outside the court, Dash and I bounded merrily home.

LESSON LV.

death	cru'-el	rob'-bers	wick'-ed
hedge	do'-ing	point'-ing	pret'-ty
grieve	wait'-ed	mo'-ment	pleas'-ure

THE LITTLE BIRD-CATCHER.

Paul. Mother mother, see what a pretty bird I have here!

Mother. A bird! and where did you get it?

Paul. I found its nest to-day in the garden hedge, and I waited till it was dark, then I crept softly up, and before it could fly away I had it by the wings.

Mother. And what was left in the nest?

Paul. Its young ones, dear mother. Ah! such little birds! They have no feathers yet.

Mother. And what are you going to do with the bird?

Paul. I shall make a cage for it, and then I shall hang the cage up by the window.

Mother. And what will become of the poor little ones? Who will feed them and take care of them?

Paul. Oh! I will get the young ones too; the old bird shall feed them.

Mother. Wait a moment, Paul. If a band of robbers should come into our house, and take you and your little sister and your mother, and shut us up in a small room to keep us as long as we live, how would you like that?

Paul. O mother, that would be cruel. I should cry and grieve myself to death.

Mother. The robbers would not be more cruel to do that than you are to the birds.

Do you still think you will go and get the young birds and put them into a cage?

Paul. No, mother, I will not do it. I have been cruel to the poor birds. I did not think of what I was doing. See! I have let the old bird go back to her young ones.

Mother. That is right. Do not forget again that God made the birds, and gave them the right to enjoy themselves. We should be very wicked to rob them of any pleasure.

LESSON LVI.

rude	re-ply′	ech′-o	for′-est
fault	re-turn′	hal-loo′	mock′-ing
chance	po-lite′	sur-prise′	an′-gry (ang′-gri)
course	like′-ly	be-came′	

THE ECHO.

1. One day a young boy by the name of Carl, went out into a field near a thick pine forest. He was so glad that he had a chance to run and jump about on the

green grass, that he shouted "Ho, ho, hop!" The same words, "Ho, ho, hop!" came back from the pine woods.

2. "Who are you?" asked Carl, in surprise. The voice said, in return, "Who are you?"

3. Carl then cried, at the top of his voice, "You 're a bad boy," and "You 're a bad boy," was the only reply which he heard.

4. At this Carl became very angry, and shouted, "You 're a fool," and the words, "You 're a fool," came back in the same harsh tones.

5. In a great rage, Carl called out many other bad names. The echo sent back every word from the woods.

6. At last he ran to the woods, and hunted about them for the boy who had been mocking him, as he thought. Of course there was no boy to be found.

7. When Carl could not find out who was speaking from the woods, he ran to the house, and told his father that a boy

had hid himself in the woods and had called him bad names.

8. "My son," said his father, "you were the first to call bad names. I know the boy in the woods very well. He only gives back the words which people speak to him."

9. A few days after this the father went with Carl to the same field, and while they were standing some way from the pine forest, the father told Carl to halloo in these friendly words, "Dear boy, be kind to me; how do you do?"

10. The echo gave in return the very same friendly words. "Do you see," said the father, "it was your fault that the boy in the woods did not answer you with kind words. As one talks to the pine woods, so will the pine woods talk to him."

11. Thus it is in life. Children, if you are kind and polite to others, they will be so to you; but if you are unkind and rude to them, they will be likely to be the same to you.

LESSON LVII.

stir	hissed	stretched	cher′-ry
eight	stayed	fel′-low	hun′-dred
hook	ug′-ly	past′-ure	nose′-gay
cit′-y	wad′-dle	sōōn′-er	rail′-way
so′-ber	gan′-der	but′-ter-cups	vis′-it-ing

THE VISIT TO THE FARM.

1. Percy is eight years old, and his sister Maud is four. When they are at home, they live in a large city near the sea.

2. Now they are visiting their aunt, whom they love very much. She lives in a farm-house more than a hundred miles from their home.

3. They have stayed a week at the farm, and have seen a great deal that was new and strange to them.

4. At first they were afraid to go near the cows, even when their aunt was with them. The name of one sober old cow was Cherry; another was called Spot.

5. One day when Percy and Maud were

in the pasture picking a nosegay of buttercups, old Cherry looked up and shook her head. Perhaps she was only trying to drive away a fly.

6. "You ugly cow," said the little girl, "you want to hook me. There! she is pointing one of her horns right at me."

7. Maud ran toward the house as fast as her feet could carry her, but old Cherry did not stir a step.

8. At the farm there was a large flock of geese, which used to get their living along the roadside, but every night about dusk they would march home to the yard, one behind the other in a long line.

9. Once when the children were out, an old gander ran toward Maud, stretched out his neck and hissed.

10. Maud was afraid that he meant to bite her, and she turned to run to the house again, but Percy picked up a stout stick, and the old fellow thought it best to waddle back to the flock.

11. Their papa is to come in the rail-

way cars for them to-day. It is about time for him to be there, and they are on the steps waiting for him.

"Your papa won't come any sooner by your staying out there," said their aunt.

"We shall see him sooner," said Percy.

LESSON LVIII.

team	wheat	flour	mil′-ler
stream	wheels	grind	lin′-ger (ling′-)

wain, a wagon. | **blithe** (blīth), merry.

THE MILL.

1. Tick, tack! click, clack!
Merrily flows the rill;
Tick, tack! click, clack!
Merrily goes the mill.
The wheels run round,
The wheat is ground,
The miller is blithe and gay;
So flow away, rill,
And grind away, mill,
For I want some flour to-day.

2. Tick, tack! click, clack!
Merrily flows the rill;
Tick, tack! click, clack!
Merrily goes the mill.
The farmer's wain
With sacks of grain
Is rolling along the road;
So run away, rill,
And turn away, mill,
To grind down the golden load.

3. Tick, tack! click, clack!
Merrily runs the stream;
Tick, tack! click, clack!
Merrily goes the team.
The corn and wheat,
So ripe and sweet,
Comes down to be ground to-day;
So flow away, stream,
And pull away, team;
Don't linger upon the way.

LESSON LIX.

gale	stall	snuff	church
vale	flash	storm	cat′-tle
gaze	wont	skim	com′-ing
bathe	rends	heave	pow′-er
spire	moan	scene	di-rects′
flight	grove	shrieks	de-light′

THE STORM.

1. The sun is set, and dark clouds fly high in the air. The cattle snuff the coming gale, and low to be let into the stall. Now the birds skim to their home in the grove.

2. Did you see that flash? Look! one more; and still one more! They light up the hill-tops and the fields and the old church-spire.

3. And now comes a flash so bright that it seems to bathe the vale in one sheet of flame! The black clouds meet in the air, and send forth a clap that rends the sky. Hark to that roar, so deep and loud!

4. The crows, a black train, take their flight from the hill-side, where they are wont to pick up their food. They turn their course to the thick woods.

5. And now, once more, comes a clap from those dark clouds, as they meet in the sky.

6. The owl hoots; loud shrieks the sea-bird on his wing, as he wheels from the deep in his flight to the shore. The waves heave and moan. Down comes the rain.

7. I delight to gaze on such a scene, for it tells of the power of Him whose hand directs the storm.

LESSON LX.

stack	sprĕad	hatched	chew′-ing
glide	hēaped	qui′-et-ly	mel′-low
vines	clo′-ver	bus′-y (biz′-ĭ)	mĕad′-ow
leaves	war′-ble	nib′-bling	mōw′-ing

SUMMER.

1. Now it is summer. The days are long, and the sun is hot. The warm showers and the sunshine will make the corn and all plants grow fast.

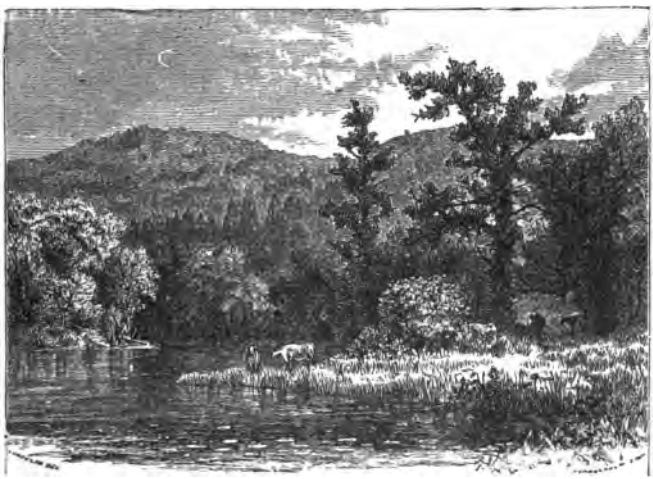
2. We like to see the green fields and the woods and the gay flowers of summer.

3. The cows are in the pasture. Some of them are eating the grass; some are lying in the shade of the trees quietly chewing the cud.

4. The sheep are nibbling the sweet grass on the hillside.

5. Now the hay-makers are busy. They are mowing the tall grass in the meadows. After the grass is cut down it is spread out to dry in the sunshine. When it is dry it is hay, and will be put into the

barn, or heaped in a great stack, to be given to the cows and horses and sheep in the winter.



6. It is great sport for boys to play in the meadow with the new-mown hay. How sweet the clover smells as they toss it about!

7. In the early part of summer the song-birds warble their sweetest notes. We may hear them in every wood and grove.

8. Their songs tell us that they are full

of joy. But birds work as well as sing. They build their nests, lay their eggs, and sit on them till their young are hatched. Then they feed the young birds till they are able to fly and feed themselves.

9. O summer, sweet summer,
Glide slowly away!
For I love in your warmth
And sunshine to play.

LESSON LXI.

thrive	toil′-ing	hon′-ey	mo′-ment
loi′-ter	on′-ward	blos′-soms	slug′-gard

THE HONEY BEE.

1. "Honey bee, honey bee,
Why do you hum?"
"I am so happy
Summer has come.

2. "Summer and sunshine
Dearly I love;
Bright flowers around me,
Bright skies above.

3. "Here-a-way, there-a-way,
Onward I haste,
Resting a moment
The blossoms to taste.

4. "Here-a-way, there-a-way,
Ever I fly;
I never loiter,
No sluggard am I.

5. "Busily working
While summer is sunny,
To lay up for winter
A store of sweet honey."

6. "Fly away, honey bee,
Home to your hive;
You are so busy
I know you will thrive."

LESSON LXII.

feast	placed	di-vide′	a′-pron (-purn)
pink	pa′-per	long′-ing	be-tween′
mount	a-loud′	o′-pened	nurs′-er-y

THE SIX RED PLUMS.

PART I.

1. "Anna! Anna! come here!" cried Aunt Mary. Anna, who was a little girl but five years old, heard her aunt's voice from the kitchen, and ran as fast as her little feet could carry her.

2. When she came into the kitchen she saw some large, ripe, red plums in a dish on the table. There were six of them; how good they looked!

3. "What do you think I called you for?" asked Aunt Mary. Anna looked at the red plums with longing eyes.

4. "You and Ella may have a little feast up stairs with your dolls this afternoon, as it is too wet for you to go out. There! divide those between you, — three for you and three for Ella. Hold your

apron." And her aunt poured the six plums out of the dish into a bit of paper, which she placed in Anna's apron.

5. "O auntie!" cried Anna, "all these for us! thank you very much!" And she set off to carry the plums up to Ella.

6. When Anna got to the top of the first set of stairs, she thought she should just like to rest herself and look at the red plums; so she sat down on a stair and opened her apron. The plums were all safe, six of them, and they did look good!

7. "Three for me and three for Ella," thought Anna. "Three are mine, — my own. I shall eat one now." And Anna ate one of her plums. It was very sweet and juicy.

8. "I think I like plums better than anything," said Anna, as she began to mount the stairs to the next landing. There she sat down, and opened her apron once more to look at the plums. "Three were for me," she said, half aloud; "I shall eat one now. They are mine; I can eat them when I like."

9. She ate another, and liked it better than the first. Then she went up the last stairs to the nursery. She opened the door. "Ella!" she cried.

LESSON LXIII.

plates	hap'-pi-ly	cup'-board
greed'-y	un-hap'-py	an'-swered
re'-al-ly	en-joyed'	com'-fort-a-ble

THE SIX RED PLUMS.

PART II.

1. Ella sat by the window holding her doll. "What?" she answered. "What have you got in your apron?"

2. "Plums," said Anna, "and auntie says we are to divide them."

3. "Oh, how good!" cried Ella. "How many?"

4. "Let me see," said Anna, and she turned rather red in the face. "One, two, three, four." She put them on the table as she spoke.

5. "Two for you and two for me," said Ella. "How nice! One for me, and one

for my doll; and one for you, and one for your doll. How kind of auntie! Let us get our plates and put them on."

6. She ran to the nursery cupboard and took out of it two little plates, — one white with a pink rim, and one white with a blue rim. The pink plate was hers, and the blue Anna's. Two plums were put in each by Ella.

7. Then they put their chairs to the

table, and set up their dolls, and had what every little girl knows is really a feast for the doll's mamma.

8. Ella ate and enjoyed her two red plums, and Anna ate—I can't say whether she enjoyed—the other two. I think she must have felt rather uncomfortable; for she knew she was doing a greedy thing, and that she had done very wrong. She did not play at all happily afterwards, and was cross to Ella.

9. Can any little girl tell why Anna was cross and unhappy?

LESSON LXIV.

maid	dressed	sobbed	al′-ways
bōwl	sup′-per	shocked	naught′-y
sor′-ry	com′-fort	combed	con-sōled′

THE SIX RED PLUMS.

PART III.

1. After a little while Aunt Mary came in to see how they were doing. Seeing the stones on the two little plates, she

asked, "Well, did you enjoy your plums? But how is this? I see only four stones here!"

2. Anna grew very red indeed. "What did you do with the other two plums, Anna? Did you eat them on the stairs?"

3. "Yes," said Anna. "And gave Ella two when you came up, and yourself two?" "Yes," answered Anna.

4. "That was very greedy, Anna; I am shocked," said Aunt Mary; and then, without saying any more, she went away.

5. Anna stood for a minute, red from shame, and then went and hid her face on the bed and sobbed. She felt in her heart that she had been a naughty, greedy girl.

6. Ella put her arms around Anna's neck, and tried to comfort her by saying that she did not want the other plum, nor did her doll; but all in vain. Anna would not be consoled.

7. By and by the nurse came and dressed the two little girls, and combed their hair. Then they sat down on two

chairs, each with her doll, waiting for the maid to come and take them down to supper.

8. When Alice, the maid, opened the door, they jumped off their seats and ran to her. She had in her hand a tray, on which were a bowl of milk and some bread.

9. The maid said, "Only Miss Ella is to go down. Miss Anna's supper is on the tray." Anna knew well enough why, but she cried as if her heart would break.

10. When Aunt Mary came in that night to kiss the children, as she always did, after they were in bed, she bent over Anna, and said, "Did Anna know why she did not come down to-night?"

11. "Yes, yes, auntie! I am sorry now!" And Anna put up her fat arms for a kiss. "I won't ever do so again," she said, "NEVER, NEVER!" And I think she meant it; at least, I never heard of Anna's doing a greedy thing again.

LESSON LXV.

deals	droops	moist	fair′-er
drain	scents	boiled	au′-tumn

THE ROSE.

1. The rose is bright,
   The rose is fair,
   And sweetly scents
   The summer air.

2. No flower that in
   The garden grows,
   Is fairer than
   The lovely rose.

3. In spring it buds, in summer blows;
   But in the autumn, day by day,
   It droops its head and fades away.

The Days of the Week.

Can you tell me the days of the week?

The days of the week are Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. These make seven days, and seven days make — one week.

LESSON LXVI.

molds	al′-so	sug′-ar (shŏŏg′-)	ob-tained′
sĭr′-up	ma′-ple	In′-dies (-dĭz)	clĕans′-ing
rōll′-ers	re-mains′	ī′-ron (ī′-urn)	mo-las′-ses

SUGAR.

1. Sugar is made from a tall plant, called the sugar-cane, which grows in the West Indies and in other hot lands. The canes are planted in rows, like beans in a garden. It is really a grass, though it does not look much like grass.

2. When ripe for use, the canes are cut off near the roots. They are then pressed between heavy iron rollers, till all the juice is squeezed out and falls into a tub.

3. This sweet juice is then boiled till it becomes a thick sirup. Afterwards it is put into great tubs to drain. What drains out is molasses; what remains in the tub is a moist brown sugar.

4. Loaf sugar, which is white and hard, is made from brown sugar by boiling and cleansing. While it is soft it is run into molds. It is sometimes cut into lumps and sold in this form.

5. Sugar is also obtained from beet-root, and in some parts of our country a great deal is made from the sap of a tree called the sugar-maple.

The Months of the Year.

Now can you tell me the months of the year?

The months are January, February, March, April, May, June, July, August, September, October, November, December. These make twelve months, and twelve months make — one year.

LESSON LXVII.

child	teach′-er	oth′-ers	chairs
folks	per′-son	class′-es	desks
chil′-dren	learn	ma′-ny	ink
schol′-ar	teach′-es	ear′-ly	knives
school	reck′-on	seats	wom′-en

THE SCHOOL (*Elliptical*).

1. I am a ..... Children are young ..... Children who go to school are called school .....

2. Frank is a school boy or ..... Lucy is a school girl, and she is also called a scholar.

3. We are now in the ..... Before us stands the ..... The teacher is a ..... The scholars are also persons.

4. We go to the school to ..... The teacher ..... and the scholars learn. In school we learn to speak, to write, to read, to ....., to draw, and to sing.

5. Some children learn faster than ..... Children who learn about alike, and who are of about the same age, are in ..... together.

6. How .... classes has our school? To which class do you belong? Good children are glad to go to school.

7. Good scholars are ..... in their ..... They do not soil the ..... and ..... with ..., nor do they cut them with their ..... They take good care of their books, and are kind to their schoolmates. Good school children grow up to be good men and .....

LESSON LXVIII.

hate	cross	gen′-tle	an′-ger
mate	dove	nev′-er	(ang′-ger)

THE DOVES.

1. Coo, coo, says the gentle dove;
   Coo, coo, says its gentle mate;
   They play with each other in love,
   And never show anger or hate.

2. Just so little children should be,
   As gentle and kind as the dove,
   And never get angry and cross,
   But play with each other in love.

LESSON LXIX.

beech	died	heard	a-mong′
plight	spread	sighed	au′-tumn

THE BABES IN THE WOOD.

1. My dear, you must know,
That a good while ago,
There were two little children,
Whose names I don't know,
Who were taken away,
On a bright autumn day,
And lost in a wood,
As I 've heard people say.

2. Now, when it was night,
Very sad was their plight;

The stars did not shine,
And the moon hid her light.
Then they sobbed and they sighed,
And sadly they cried,
And the poor little things
At last lay down and died.

3. Two robins so red,
When they saw them lie dead,
Brought beech and oak leaves,
And over them spread.
And all the day long
The branches among,
They sung to them softly;
And this was their song, —

"Poor babes in the wood!
Poor babes in the wood!
Oh! who 'll come to find
The poor babes in the wood?"

LESSON LXX.

dumb dŏn′-keys com′-mon veg′-e-ta-bles
mar′-ket bŏn′-net an′-ĭ-mal Eng′-land
filled cous′-in o′-cean (-shun) (ing′-gland)

NEDDY AND TEDDY.

1. Two young girls have filled their aprons with fresh green grass, and are giving it to two donkeys, — good old Neddy and Teddy, the girls call them.

2. You would hardly see a sight like this in our country, for donkeys are not common here.

3. The girls are Mary and Anna Gray, and they live in England, a country across the wide ocean. The little girl standing near, with her bonnet on, is their cousin, Lucy Bell.

4. The donkeys are not so strong as horses, and they cannot walk or run so fast, but they are hardy and willing to work. Mr. Gray, their master, makes them carry fruit and vegetables to market in large baskets, one on each side.

5. The girls have had many a nice ride

on the backs of their four-footed friends. They always treat them kindly.

6. Did you ever think what good friends some dumb animals are to us, — how hard the horse and the ox work for us; how much we owe to the cow and the sheep?

LESSON LXXI.

shirt	rub′-ber	leath′-er	wōv′en
pearl	oys′-ter	cot′-ton	worst′-ed (wo͝os′-)
thread	jack′-et	but′-tons	met′-al
lin′-en	buck′-le	trou′-sers	silk′-worm

THE CLOTHES WE WEAR.

1. "Mother," said John, "what are my shoes made of?"

2. "They are made of leather, and that is made of the hide or skin of a beast; the small nails are of iron, which is dug from the earth, while the strips on the sides are of rubber, a gum that runs from a tree."

3. "How strange!" said John; "and what is my shirt made of?"

4. "It is partly made of cotton, which comes out of the pods of a shrub, and partly of linen, from the stalk of the flax plant. The little buttons are of mother-of-pearl, from the shell of an oyster."

5. "How many things I have on!" said John. "And now please tell me about my other clothes, mother."

6. "Your jacket, which keeps you so warm, is made from the soft wool or fleece of a sheep, and your trousers are of the same kind of stuff, but the color is not the same, and the cloth is made in some other way."

7. "I know that the buttons are of bone. But is my vest made of wool, too? It does not feel or look like woolen cloth?"

8. "No, my child; your vest is made of the long hair of a goat. The hair is very fine, and is spun into thread, and then woven into a thin cloth."

9. "The buttons are bright and hard; are they of glass?"

10. "Yes, my dear, they are; and that is made of sea sand and other things melted in a very hot fire."

11. "And what is my belt made of?"

12. "It is partly silk, which is spun by a little silk-worm. The spring of your belt is rubber, like that in your shoes, and the buckle is of brass, gilt over with gold."

13. "And my socks, I know, are of worsted, for I heard Aunt Mary say so; and what is that?"

14. "That also is wool from the sheep."

15. "And my hat is of straw, and every one knows what straw is."

16. "Right. It is, as you say, of straw, and the pretty feather in it is from a bird's bright wing. And now just see what you are dressed in.

17. "Here is a list of the things: Leather, or the skin of a beast; iron out of the earth; the gum of a tree; the pods and the stalk of two plants; the shell of an oyster; the wool of a sheep, and the hair of a goat; bone, and straw, and bird's feathers, and the silk of a worm; glass, or melted sand; brass, which is made of metals dug up from the ground; and gold, which is also found in the earth."

18. "How strange it is! I like to hear about all these things."

19. "When you are older, I will tell you how they are all made."

LESSON LXXII.

dare	re-ply′	shore	a-long′
laid	sand′-y	reached	yel′-low
strand	nois′-y	high′-er	rest′-less

strand, shore of the sea.

THE WAVES ON THE SHORE.

1. Roll on, roll on, you restless waves,
   That toss about and roar!
   Why do you all run back again,
   When you have reached the shore?

2. Roll on, roll on, you noisy waves,
   Roll higher up the strand!
   How is it that you cannot pass
   That line of yellow sand?

3. "We may not dare," the waves reply;
   "That line of yellow sand
   Is laid along the shore to bound
   The waters and the land;

4. "And all should keep to time and place,
   And all should keep to rule, —
   Both waves upon the sandy shore,
   And little boys at school."

LESSON LXXIII.

fel'-low	er'-rand	please	cer'-tain-ly
stepped	ill'-bred	par'-cels	gen'-tle-man-ly

THE TWO WAYS OF ASKING.

1. Tom and Frank were errand boys in a shop. One day they were sent out with some parcels.

2. One of the parcels was to be left at the Globe Bank, and as the boys did not know where the Globe Bank was, they had to ask some one to tell them.

3. Tom stepped up to a man who was passing, and said,

4. "Say, where's the Globe Bank?"

5. The man answered quickly, "Where it always was," and kept on.

6. "That's a mean man," said Tom.

7. "That's an ill-bred boy," said the man to himself.

8. "Let me ask this man that's coming," said Frank.

9. So, when the man came up with them, Frank spoke to him.

10. "Sir, will you please to tell me where the Globe Bank is?"

11. "Certainly," said the man; "walk along with me, and I will show you."

12. "This is a gentlemanly little fellow," said the man to himself.

13. I like to hear a boy or a girl speak in a polite way, and say, "Sir," "I thank you," "If you please."

I like to hear a boy or a girl speak in a polite way, and say, "Sir," "I thank you," "If you please."

LESSON LXXIV.

cous′-in	fast′-ened	sur′-face	lil′-ies
vil′-lage	squir′-rel	hol′-i-day	cher′-ries
dis′-tant	chat′-ter-ing	ap′-pe-tite	del′-i-cate
pic′-nic	scam′-pered	per′-fume	căr′-ried
e-nough′	a-mused′	gath′-ered	beau′-ti-ful

THE HOLIDAY.

1. James and Charles are brothers, and their father is a farmer. Their house

stands not far from a beautiful large pond.

2. Their cousins, Alfred and Henry, who live in a village about two miles distant, came to spend a day at the farm.

3. What did these four boys do? I will tell you.

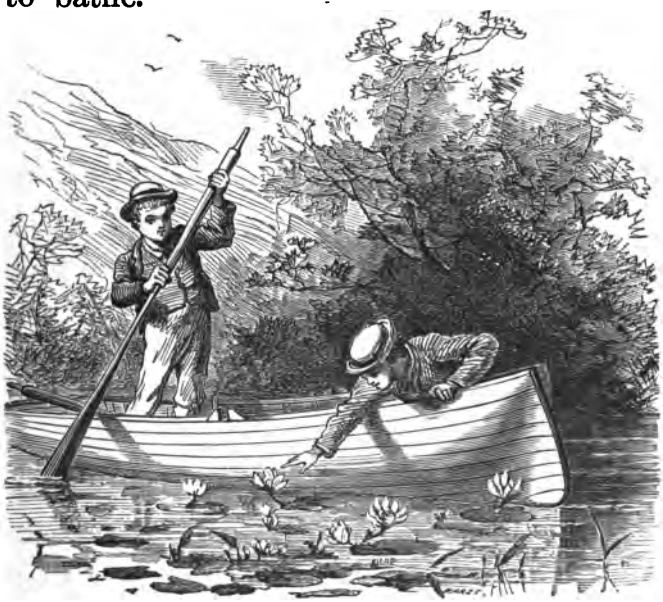
4. The mother of James and Charles said they might have a picnic. She gave them a basket of food for their dinner, and the boys started for the grove.

5. There was a swing in the grove, fastened to the stout branches of two trees. The boys took turns in swinging till they had had enough of that play.

6. They then spent some time in trying to see a squirrel which they heard chattering among the boughs. At last they just caught sight of his bushy tail as he hopped on a branch of the next tree and scampered away.

7. They then went to the edge of the pond, and amused themselves by making stones skip over the surface of the water,

making "ducks and drakes" as they called it; but they soon grew tired of that sport, and, as it was a hot day, they went in to bathe.



8. Their nice bath gave them an appetite for their dinner, which they ate in the shade of some pine trees.

9. Half of their holiday was now gone. I will tell you how they spent the other half.

10. After dinner they took a row-boat and their fishing poles and lines, and tried to catch some fish, but they had bad luck. The fish would not bite.

11. Then they rowed to a shallow part of the pond, and gathered a great many pond-lilies. The large round flowers were as white as snow, and they looked very beautiful lying just on the surface of the water. And what a delicate perfume they had!

12. By the time the boys had gathered all the lilies they wanted, the afternoon was nearly spent, and it was time to go home.

13. Alfred and Henry carried their mother two large bunches of the beautiful pond-lilies. They told her that they were very tired, but that they had had a good visit, and were invited to come again when cherries were ripe.

They had had a good visit, and were invited to come again when cherries were ripe.

LESSON LXXV.

sto'-ry	such	good-by'	cor-rect'-ly
care'-ful	much	rab'-bits	aft'-er-wards

HENRY'S LETTER.

1. Now I am going to write to Charles. What can I say to him?

2. What! have you no news for Charles, who sent you such a long story of all he does at home?

3. Well, I will tell him what I do, shall I?

4. Yes, he will like that. Be very careful to spell all the words correctly.

Milton, Sept. 3, 1877.

My dear Charles,

I hope you are quite well. I am going to tell you what I do at home, as you were kind enough to tell me all that you do.

As soon as I get up, I feed my little chickens, and my white rabbits. Then, when it is time, I go to study. I read, and write, and spell.

Next, I go to play in the field with my sister Mabel, and we have fine fun.

At two, I study again. Then I feed my rabbits once more, for they eat so much. Afterwards I go out for a walk with mamma. Then I go to bed.

Now, good-by, dear Charles.

Give my love to your brothers and sisters, and write to me soon.

Yours, with much love,

Henry Hall.

To

Master Charles Norton,

Washington.

LESSON LXXVI.

much	meant	tri′-fle	ver′-y
ought	such	laugh (läf)	ti′-ny
pow′-er	**use′-ful**	**gen′-tle**	**though**

LITTLE EFFORTS.

1. A little child I am indeed,
   And little do I know;
   Much care and help I yet shall need,
   That I may wiser grow,
   If I would ever hope to do
   Things great and good and useful too.

2. But even now I ought to try
   To do what good I may;
   God never meant that such as I
   Should only live to play,
   And talk and laugh, and eat and drink,
   And sleep and wake, and never think.

3. One gentle word that I may speak,
   Or one kind, loving deed,
   May, though a trifle poor and weak,
   Prove like a tiny seed:
   And who can tell what good may spring
   From such a very little thing?

4. Then let me try each day and hour
To act upon this plan;
What little good is in my power
To do it while I can.
If to be useful thus I try,
I may do better by and by.

If to be useful thus I try,
I may do better by and by.

LESSON LXXVII.

guess	roam′-ing	sun′-shine	storm′-i-ly
pur′-ple	mead′-ows	ear′-nest	ēas′-i-ly
o′-dors	bless′-ings	blos′-soms	strews (strooz)

THE FOUR BROTHERS.

1. Four brothers go, year in, year out, roaming over the land; each one coming by himself, and bringing us rich gifts.

2. The first comes with a light heart, dressed in pale blue, and strews buds and leaves and blossoms round, filling the air with odors.

3. The second comes with a more earnest face, with sunshine and rains, and strews flowers in his path, and all the blessings of the field and garden.

4. The third comes with heaped-up riches, and fills the broad earth with yellow corn, and loads the trees with fruit, and the vines with green and purple grapes.

5. The fourth comes stormily, hidden in darkness, and finds the fields and woods and meadows bare, and decks and covers them with white.

6. Who will tell me who the brothers are who come thus one after the other? Any child may easily guess; so I must not say.

Four brothers go, year in, year out, roaming over the land.

Questions. — How does Spring come? How does Summer come? How does Autumn come? How does Winter come? Which season do you like best?

New York City,
June 27, 1877.

Dear Father,

You will be glad to hear that I am safe in New York at last. Uncle George and my cousins were at the station waiting for me when I arrived.

Please to give my love to Mother, and tell her that I shall not forget her advice. When I have seen more I will write again.

I am, dear Father,
Your affectionate son,
James.

LESSON LXXVIII.

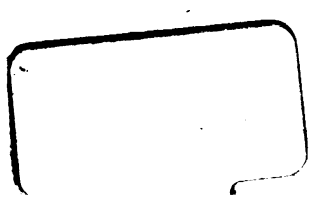
sup-pose′	grieve	mis-take′	al-though′
dew′-drop	breez′es	moist′-*en*	strength
flow′-er	fra′-grant	glis′-*t*en-ing	wis′-dom
wea′-ry	sum′-mer	talk′-ing	ma′-ny

DEEDS OF KINDNESS.

1. Suppose the little cowslip
Should hang its golden cup,
And say, "I 'm such a tiny flower,
I 'd better not grow up!"
How many a weary traveler
Would miss its fragrant smell!
How many a little child would grieve
To lose it from the dell!

2. Suppose the glistening dew-drop
Upon the grass should say,
"What can a little dew-drop do?
I 'd better roll away!"
The blade on which it rested,
Before the day was done,
Without a drop to moisten it,
Would wither in the sun.

3. Suppose the little breezes
Upon a summer's day
Should think themselves too small to cool
The traveler on his way:
Who would not miss the smallest
And softest ones that blow,
And think they made a great mistake
If they were talking so?

4. How many deeds of kindness
A little child may do,
Although it has so little strength
And little wisdom too.
It wants a loving spirit,
Much more than strength, to prove
How many things a child may do
For others by its love.

How many things a child may do
For others by its love.